

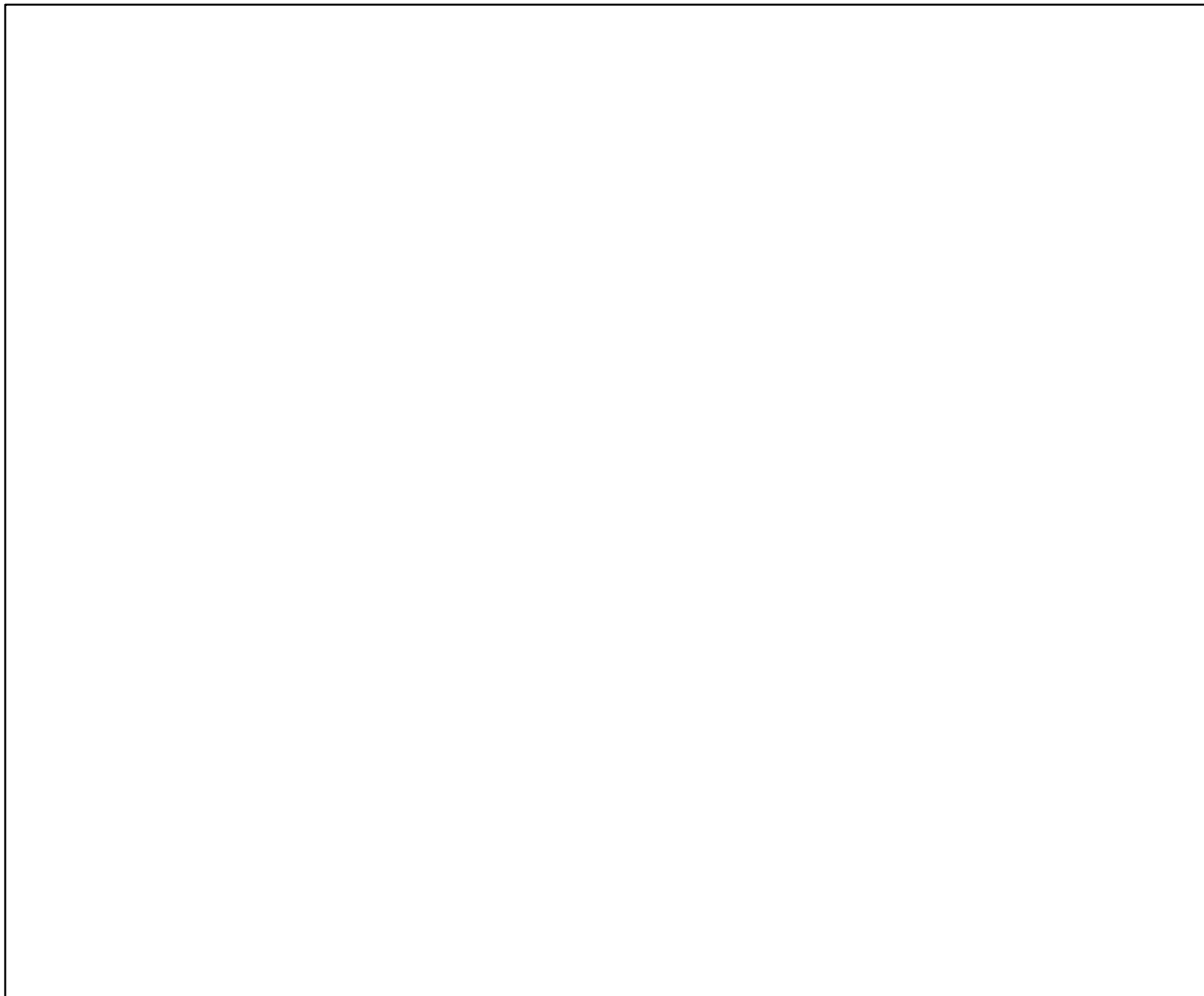
PHILLY CHEESE STEAKHOLDER RETREAT

AGENDA

March 19-22, 2001

PURPOSE-

The purpose of this retreat is to focus on “the future state” of the Student’s Channel (2001 objectives/what’s on our plates) and build pathways to action. We will hold the critical conversations about how we can work together as a leadership team in a way that models our values and moves us toward our vision.



DESIRED OUTCOMES -

- A collective picture of how we've been able to maintain "Students Rocks" even in the midst of change
- An appreciation for what's on our plates along with a list of any issues/concerns
- Understanding of our changing environment, its challenges, and its opportunities so that we can individually and collectively deal with the challenges while embracing the opportunities
- Understanding of and practice applying some tools and skills which can help us live our values in action (particularly when dealing with difficult conversations and challenging issues)
- Given what's on our plates, a list of what we request from each other with commitments we are willing to make to each other
- First pass action plan for what we, as managers, can do to improve our manager's satisfaction on the Gallup results
- Understanding of the importance of the balanced scorecard, activities that will be taking place, and our role in them so that we can build excellence and get our performance award
- Living our vision—a list of opportunities for participating in cross-functional, cross-training student related experiences and agreement on which one each of us will participate in by when
- Agreement on next steps
- Thoughts about how we can celebrate and recognize each other and staff on an ongoing basis

1:00-5:00

[illegible]

<p><u>Flipcharts</u></p> <ul style="list-style-type: none"> • Sample chart for each functional area • Chart of dot colors for each functional area • Chart at each functional area titles—"What others are requesting of X (our functional area)" 	<p>area—(Customer Relationship Management, Aid Awareness, Application Processing, ...). Everyone will be assigned to an area in which they do not regularly work—(MK making assignments)</p> <ul style="list-style-type: none"> • Give instructions for next steps • Each group go to the buffet table with the food groups—(e.g. meat=IPTs; fruits & vegetables=Operations; bread=Blueprint; dessert=performance)—and pick off the ones that you believe are on your plate & place them on your plate • Hand out "correct" plate to each group. Each group post correct plate next to what was their perceptions & discuss any differences • Everyone go around the room to review and savor the buffet • Large group discussion—reactions, surprises, perceptions, reality,... • Functional area discussions - (next to your functional area plate, fill out a chart)—** (See chart on next page)—Each functional area will be assigned a different color dot— <ul style="list-style-type: none"> • Issues/concerns - review & list issues/concerns with what's on your plate that you generated before coming to the retreat • Requests to discuss with whole group— <ul style="list-style-type: none"> ▪ Post-It Notes—list one request per Post-It Note (with your functional area color dot on each Post-it Note) ▪ Star in red those you would like to be sure to discuss before leaving the retreat • Requests of other functional areas— <ul style="list-style-type: none"> ▪ Post-It Notes—list one request per Post-It Note of other functional areas (with your functional area color dot on each Post-It Note) ▪ Star in red those you would like to be sure to discuss before leaving the retreat • Gallery walk- quick debrief 	<p>Bob (When introducing this task, do it in pieces—1st intro issues & concerns & have them fill that out</p> <p>Then intro requests of whole group & have them do that</p> <p>Then intro functional areas & have them do that...</p>		<p>each functional area</p> <ul style="list-style-type: none"> • Individual food stickers for each item on functional area plates • A packet of large (4"x6") Post-it Note pads in 7 different colors • Chef's hat/apron whatever the chef is willing to don!!! • Mary K, Dena, Diane, Michele, Robert, & Jennifer be prepared to give some examples to get the group going if they don't jump right in • Use flip-chart paper to cover the buffet table for when they arrive
<p>CLOSE-</p>	<ul style="list-style-type: none"> • Review plans for evening and next day • +/-Δ 	<p>Julia</p>	<p>4:45-5:00</p>	

PREPARE FOR TOMORROW'S WHOLE GROUP & X-FUNCTIONAL CONVERSATIONS	<ul style="list-style-type: none"> Mary K, Dena, Michele, Jennifer & IA look at Post-It Notes & stars and decide what conversations will take place tomorrow afternoon and who will be in each 		5:00---	
GROUP DINNER	<ul style="list-style-type: none"> 		6:30	

**

NAME OF YOUR FUNCTIONAL AREA

Issues/concerns with what's on your plate-

-
-
-
-

Requests your area would like to discuss with whole group to help deal with what's on your plate-

Requests of other functional areas-

- Functional area 1–

- Functional area 2–

- Etc., etc., etc....

**** Place a red star next to any requests that you would like to be sure to discuss before leaving the retreat.***

TUESDAY, MARCH 20, 2001

8:30-5:30

<u>WHAT</u>	<u>HOW</u>	<u>WHO</u>	<u>WHEN</u>	<u>LOGISTICS</u>
START-UP-	<ul style="list-style-type: none"> Review +/- Desired Outcomes Agenda 	Bob	8:30-8:45	
LIVING IN AN ENVIRONMENT OF CHANGE <u>Flipcharts</u> <ul style="list-style-type: none"> Sniff Scurry Hem Haw Questions to discuss in your corners Questions for you to put on the piece of paper you will mail home Questions to be answered to send home in self-addressed envelope Mary K's quotes on change 	<ul style="list-style-type: none"> Set up– <ul style="list-style-type: none"> Architecture/desired outcome “Shift Happens” A Jennifer moment– <ul style="list-style-type: none"> We’re in a changing environment... Since Cedar Rapids we’ve had x, y, & z changes We can always fine tune our skills We want to get out in front of things more..... Energizer–(e.g. number 6, or cross arms) <i>Who Moved My Cheese?</i>– <ul style="list-style-type: none"> Set up Sniff, Scurry, Hem, and Haw—who they are/background Divide group up into 4 corners, one for each character For your character, discuss– <ul style="list-style-type: none"> What would X (e.g. Hem) typically say & do in our environment? What fears would X have about change? What would X need to let go of in order to embrace change? Look at “the writing on the wall” chart—which ways of dealing with change would be the hardest for X? Report outs What about me, as a leader?– personal reflection/commitment—on piece of paper– <ul style="list-style-type: none"> What fears do I have about change? What do I need to let go of in order to embrace change? Look at “the writing on the wall” chart—which ways of dealing with change are the hardest for me? What I, personally, will commit to do 	Bob Jennifer Bob	8:45-9:45	<ul style="list-style-type: none"> Packets of cheese & crackers in each of the four corners) Stamped envelopes for everyone The Writing on the Wall blown up chart

	<p>differently to support others and the Students Channel in moving with change</p> <ul style="list-style-type: none"> Put commitment in self-addressed envelope <p>• Group conversation—implications for what we need to consider within us, as leaders, and in working with staff</p>			
<p>LIVING OUR VALUES IN ACTION</p> <p><u>Flipcharts</u></p> <ul style="list-style-type: none"> Ladder of inference Matrix Guidelines for productive inquiry Guidelines for productive advocacy Canadian navy 	<ul style="list-style-type: none"> Do case study that highlights the discrepancy between espoused values and living values in action— <ul style="list-style-type: none"> Robert and Jennifer play roles in case Introduce some tools/skills for helping to live values in action—e.g. ladder of inference, inquiry, advocacy... Guidelines for Effective Inquiry and Advocacy Demos Creating a safe environment—comfort zone, conscious competence... Break-out group skill practice on relevant scenarios 	<p>Nancy</p> <p>Julia</p>	<p>9:45-12:00</p> <p>(Including a 15 minute break)</p>	<ul style="list-style-type: none"> Values color final version tri-folds for everyone
<u>LUNCH</u>	<u>LUNCH</u>		12:00-1:00	
<p>CONTINUED SKILL DEVELOPMENT- LIVING VALUES IN ACTION</p>	<ul style="list-style-type: none"> Continued break-out practice Large group—key challenges/learnings/implications for us as leaders 		1:00-2:30	<ul style="list-style-type: none"> Pocket guides
<u>BREAK</u>	<u>BREAK</u>		2:30-2:45	
<p>WORKING TOGETHER ALONG THE PATHWAY TO ACTION</p>	<ul style="list-style-type: none"> Set up— <ul style="list-style-type: none"> We've seen what's on our own, others, and our collective plates; we've talked about the challenges and opportunities of living in a changing environment; and we've just practiced skills to help us live our values in action. We now want to apply these skills to our real work. (Won't get to everything.) Whole group conversations - <ul style="list-style-type: none"> Look at list of requests/conversations that people wanted to have with whole group Discuss requests using the skills of productive inquiry and productive advocacy Build agreements/commitments 	<p>Bob</p> <p>Nancy</p>	<p>2:45-3:45</p>	

	<ul style="list-style-type: none"> • Cross-functional conversations - <ul style="list-style-type: none"> • Hold top priority cross-functional conversations in same manner as above • Output–list commitments making to each other • Possibly have two rounds • Functional conversations - <ul style="list-style-type: none"> • Jennifer comments on coaching moments • What remaining conversations do we need to have within our group & outside? • Action plans for when we will have them • Report out in large group of commitments your group has made to others & to itself 	Jennifer Nancy	3:45-4:45 4:45-5:05 5:05-5:15	
CLOSE	<ul style="list-style-type: none"> • Review plans for evening and next day • +/-Δ 	Julia	5:15-5:30	
CULINARY/ CULTURAL EVENT OF YOUR CHOICE			5:30----- ----- ----- ----- ----- ?????	

WEDNESDAY, MARCH 21, 2001

8:30-11:30 and then site visit

BUSINESS CASUAL TODAY

<u>WHAT</u>	<u>HOW</u>	<u>WHO</u>	<u>WHEN</u>	<u>LOGISTICS</u>
START-UP	<ul style="list-style-type: none"> Review +/-Δ Desired Outcomes Agenda 	Julia	8:30-8:45	
GALLUP- OUR APPROACH	<ul style="list-style-type: none"> Set up– <ul style="list-style-type: none"> Architecture/desired outcome Gallup was feeding us Gallup results–employee’s perspective– <ul style="list-style-type: none"> Present results 	Bob	8:45-10:00 (Including 15 minute break)	<ul style="list-style-type: none"> Hole-punched Gallup results ??Action plan template
BREAK	BREAK		10:00-10:15	
BALANCING THE SCORECARD	<ul style="list-style-type: none"> Set up– <ul style="list-style-type: none"> Architecture/desired outcome Set up circle & reminder of inquiry, advocacy, ladder We’ve talked some about Gallup, but there are 2 other important areas for balancing our scorecard–ACSI, reduced unit costs <ul style="list-style-type: none"> We’ll be going into detail on ACSI process... Jennifer’s performance agreement and implications for us as leaders Jennifer’s expectations– <ul style="list-style-type: none"> Be flexible & go with the flow—we’re in changing environment Open discussion Once decision is made, get rid of baggage No surprises Beliefs about working with external–protector of Students Channel while seeking to be collegial Recognizing that we have business process experts... Concept of taking risks/learning..... 	Nancy Jennifer	10:15-11:30	<ul style="list-style-type: none"> Hole-punched Jennifer performance plan

	<ul style="list-style-type: none"> • What I, Jennifer, need from you. • Q&A/discussion 			
CLOSE	<ul style="list-style-type: none"> • Review plans for afternoon and evening • +/- 	Nancy	11:30-11:40	
SITE VISIT	Board bus		12:00-5:30	<ul style="list-style-type: none"> • Standards hand-outs at site • Take Students Channel vision map
EVENING	On your own			

THURSDAY, MARCH 22, 2001

9:00-12:15

<u>WHAT</u>	<u>HOW</u>	<u>WHO</u>	<u>WHEN</u>	<u>LOGISTICS</u>
START-UP-	<ul style="list-style-type: none"> Review +/- Desired Outcomes Agenda 	Bob	9:00-9:15	
COLLECTION VISIT- AN ASSORTMENT OF GOODIES	<ul style="list-style-type: none"> What hit your taste buds on the site visit?—steakholder review Implications for us as leaders of the Students Channel 	Bob	9:15-9:45	
LIVING OUR VISION	<ul style="list-style-type: none"> Set up— <ul style="list-style-type: none"> Yesterday, we ended by talking about Jennifer’s performance agreement and a balanced scorecard. One of the 3 legs of that stool is customer satisfaction, the students. The ultimate reason we exist in the Students Channel is to support the students by keeping an eye on our vision. Look at Vision Map—as leaders, we have to keep the vision in mind To move toward that vision, we need to put ourselves in the students’ shoes “Cross-training”—potpourri sampling— <ul style="list-style-type: none"> Each functional area list on flip chart (with room between items for people to sign up) as many student experiences that are part of their area as they can in the given time frame—THIS IS A CONTEST..... Report out by functional area People move around the room to wet their appetite and then sign up for one activity they will engage in by Memorial Day 	Nancy	9:45-10:30	<ul style="list-style-type: none"> Vision map
<u>BREAK</u>	<u>BREAK</u>		10:30-10:45	
NEXT STEPS	<ul style="list-style-type: none"> Next steps, including how to do on-going “real work” together... 	Julia	10:45-11:15	
CELEBRATION/ RECOGNITION	<ul style="list-style-type: none"> Creative activity 	You’ll never know!!	11:15-12:00	<ul style="list-style-type: none"> Clocks
CLOSE	Closing comments		12:00-12:15	

THINGS TO DO & THINK ABOUT-

- Pre-work–**Mary K**
 - Think about all the things that have happened since last retreat that has maintained “Students Rocks”
 - In your functional area, look at what’s on your plate & list your key issues/concerns to bring to the retreat
 - Read *Who Moved My Cheese?*
 - Send out window agenda with architecture, purpose, and desired outcomes
 - Include agenda for site visit
 - Dress code
- Determine small group members for–**Mary K**
 - What’s on our plates
- Arrange logistics–**Michele**
 - Room set up–
 - Check about getting bigger main room
 - Check about getting in by 7:00 or 8:00 Monday morning and being able to see the rooms Sunday night
 - Break-out rooms
 - Supplies needed
 - Snacks
 - See if problem with people getting lunch food and being back within one hour–**Michele**
- Bring stamped envelopes for people to self-address and send home–**Dena**
- Bring CD player–**Michele**
- Bring CDs–**Planning team-** (**Bob** bring “We will rock you”)
- Arrange site visit and logistics–**???Diane & Gary???**
- Arrange evening activity and logistics–**???Mary K???**
- Bring–**???Michele**
 - Large vision map
- Prepare and bring materials for “What’s on our plate?”–**Robert**
- Tri-fold color final values document–**Robert**
- Prepare manual–**Mary K**
 - IA get hand-out materials to MK
- Hand outs–**???Michele & Dena???**
 - Students rocks–check with Tia
 - Clock
 - Cheese and crackers packets
- Make flip-charts–**IA**
- Check about cost for blowing up the “Writing on the Wall” chart–**Mary K**
- Redraft purpose statement– **Bob**
- Check with Michael J to see who he doesn’t know–**Michele**
- Blue plates for everyone to go to buffet table to pick up their food for “What’s on my plate?”
- Chef’s hat & whatever–**Michele**

- Service standard cards for site visit—**???**
- 4"x6" Post'It notes in 7 different colors—**Mary K**
- Hole-punched Gallup results
- Hole-punched Jennifer performance plane